



Session 4

Participant Outcomes

Chapter 5 – See Action Plan on pages 101-102 in the *Instructor Guide*.

1. The participant will describe one or more changes to be made to prevent foodborne illness at each step of the foodservice process.

MATERIALS NEEDED FOR EACH PARTICIPANT

- Table tent with the participant's name on it to assign seating
- A copy of each activity handout to be used (see *Instructor Guide* pages 94-100)
- Materials required for selected activities
- A copy of the Action Plan handout for Chapter 5 (*Instructor Guide* page 102)
- A copy of the Session Feedback Form (see *Instructor Guide* page 49)
- Pen or pencil for each participant

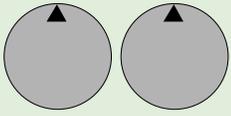
Place a set of the materials at each assigned place before the session begins.

MATERIALS NEEDED FOR THE INSTRUCTOR

- *Serving It Safe* and *Instructor Guide*
- Flip chart, easel, and markers or chalkboard and chalk or whiteboard and markers
- Materials required for selected activities

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Time Schedule for Session 4



Approximately 2 hours

Serving It Safe

Section Title	Page(s)	Time Estimate
Introduction	No page numbers	<10 minutes
Chapter 5	65-89	1 hour & 50 minutes
How can foodborne illness be	67-89	100 minutes
Introduction	67	<5 minutes
Step 1: Purchasing	67	<5 minutes
Step 2: Receiving	68-73	5 minutes
Activity (Receiving Decisions)	<i>Instructor Guide</i> pages 94-95	10 minutes
Activity (Shallower is Safer...)	<i>Instructor Guide</i> pages 99-100	10 minutes
Step 3: Storing	74-76	10 minutes
Comfort Break		Instructor decision
Step 4: Preparing	76-79	10 minutes
Step 5: Cooking	79-80	10 minutes
Step 6: Holding and serving	81-83	15 minutes
Step 7: Cooling	83-84	10 minutes
Activity (Shallower is Safer...)	<i>Instructor Guide</i> pages 99-100	10 minutes
Step 8: Reheating	84	5 minutes
Chapter 5 Action Plan	<i>Instructor Guide</i> pages 101-102	10-15 minutes*

*Total time estimate for the chapter is based on the fewer number of minutes.

When there are Optional Activities included in the **Activity Section**, the estimated time for using those activities is not included in the time estimate for the session.

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- 6. Storing** (*Serving It Safe* pages 74-76) **(10 minutes)** – Introduce this step of the process and describe the four areas of storage. Point out key points that meet the needs of the participants.

Optional Technique for Presenting Content (*Serving It Safe* pages 74-76) **(20 minutes)** – Divide the participants into four equal small groups and assign each small group one of the four areas of storage.

- The small group should work together for a maximum of five minutes to go over the information in the *Serving It Safe* and get ready to present a short summary of the content.
- In the directions to the small groups, explain that they should
 1. Select content that is most applicable to their foodservice.
 2. Be prepared to give at least one example of how they can use these guidelines in their foodservice.
 3. Plan for each member to participate in a two-minute presentation of content about his or her storage area.

Assign small groups:

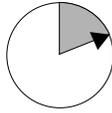
- #1 – Use Dry Storage Safely (*Serving It Safe* page 74)
- #2 – Use Refrigerated Storage Safely (*Serving It Safe* page 75)
- #3 – Use Deep Chilling Safely (*Serving It Safe* page 75)
- #4 – Use Frozen Storage Safely (*Serving It Safe* page 76)

Circulate around the room as the small groups are working to provide coaching. As the groups are making their presentations, fill in key points they may have overlooked.

- 7. Preparing** (*Serving It Safe* pages 76-79) **(10 minutes)** – Using the introductory content at the bottom of page 76, introduce the food safety guidelines for preparing. Use a lecturette to present a summary of the content for this step. Use questions to involve participants and allow them to share their expertise. Emphasize topics that are particularly relevant to the participants. For example, if panning food for batch cooking is a common practice, spend more time on the topic, “Follow Food Safety Guidelines for Panned Foods to be Cooked Later” (see *Serving It Safe* page 78).
- 8. Cooking** (*Serving It Safe* pages 79-80) **(10 minutes)** – Present a summary of the content in this step. Point out any differences of State and local public health requirements on the minimum safe internal cooking temperatures. These temperatures are consistent with the 2001 *Food Code*.

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Chapter 5 Action Plan (*Instructor Guide* pages 101-102)



10-15 minutes

Participant Outcome

1. The participant will describe one or more changes to be made to prevent foodborne illness at each step of the foodservice process.

1. **At the end of Chapter 5**, ask participants to turn to their Action Plan handout. Follow the guidance in the *Instructor Guide* to explain the Action Plan and relate the development of the plan for change to the participant outcomes for Chapter 5. Allow participants to work independently for about 5 minutes. Lead a discussion by calling on several participants to share changes they will make.

Some school districts may collect the completed Action Plans and use them for documentation of participation in the training session. If this is done, the completed Action Plans should be returned to the participants to allow them to implement their plans. Implementation will be enhanced if the school district director or another person can use the Action Plan and work with each participant to provide follow-up after the session.

2. **Summary** – Bring the discussion of Chapter 5 to a close using the summary comments. Announce the time and place for the next session.
3. **Assignment: Food Safety Checklist** (*Serving It Safe* pages 86-89) – Ask participants to complete the “Food Safety Checklist” in their facility before the next session. Suggest that participants should either make a copy of the “Food Safety Checklist” or distribute copies to them. The completed “Food Safety Checklist” should be brought to the next session for discussion. Call attention to the directions for the “Checklist” at the top of page 86 in *Serving It Safe*.
4. **Session Feedback Form** (*Instructor Guide* page 49) – Distribute a Session Feedback Form to each participant. Read aloud each item, explaining the response options. Allow participants to complete the form independently. Designate a table where participants place their completed forms as they leave.

